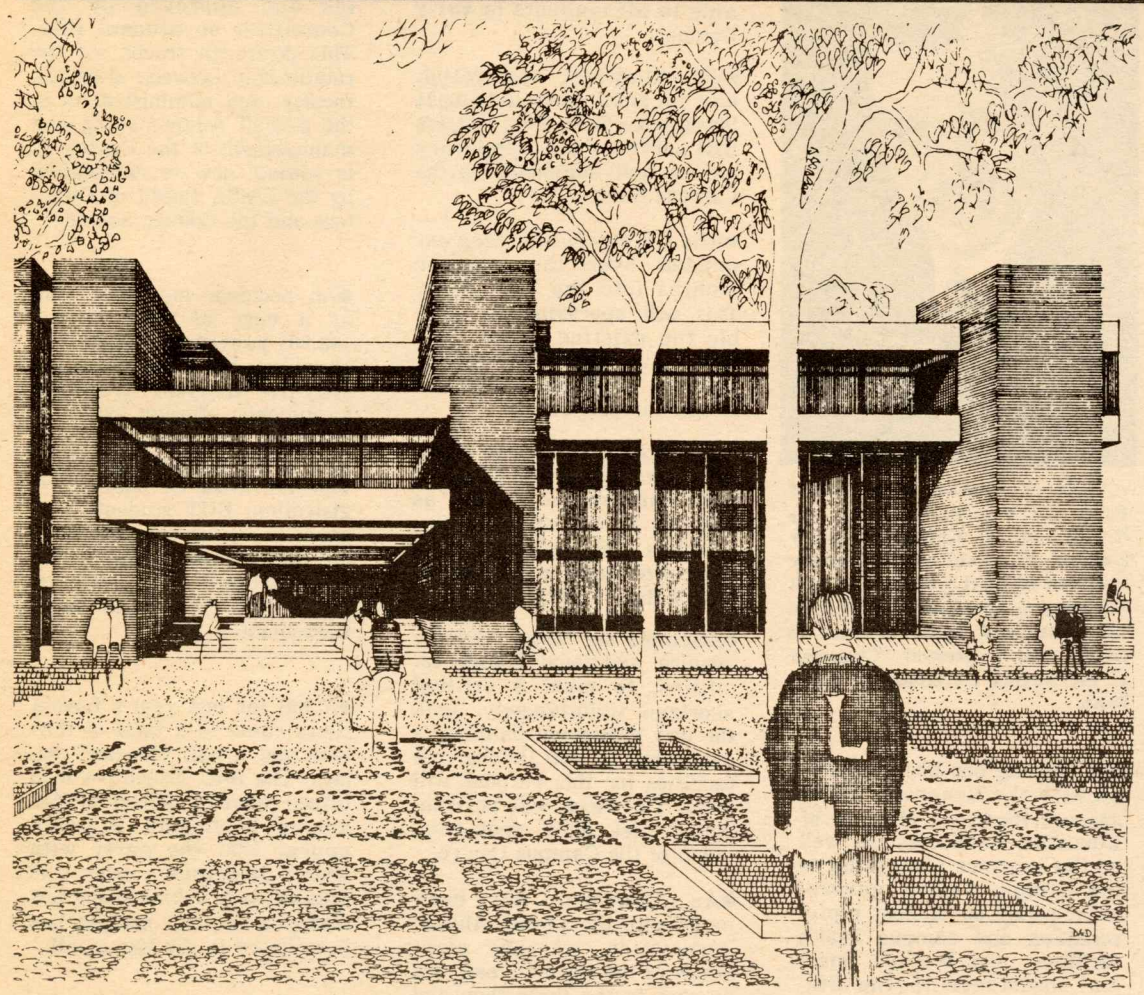
STUDENTS' ASSOCIATION REPORT

LOYOLA OF MONTREAL — SEPTEMBER 25,1967



Above is a sketch of the two and one half million dollar Campus Centre, the plans of which have been completed and are ready for submission to tender. The plans call for the housing of the Student Association and its member organizations, campus dining facilities, the college bookstore, and spacious lounge areas. The Centre project cannot proceed until arrangements have been made for the availability of long-term loans.

STATUS STILL UNCERTAIN

At the present time the National Union government will not make a definite statement on the future of Loyola College of Montreal.

Premier Johnson, in predictable fashion, declared that the government cannot accept the responsibility until the entire educational spectrum is judged in terms of concrete committments and pressing priorities.

Amid reports that Loyola would accept the status quo, the mood in Quebec was cordial and receptive, and produced statements from the Premier to the effect that Loyola has made and will continue to make significant contributions to the advancement of English Catholic education in the province of Quebec, and it is inevitable that Loyola will get the long sought recognition.

Several current problems severely block Loyola's chances however. High on the list of priorities is the creation of an other French-speaking institution of higher education to accommodate tremendous growing pains in the educational system.

It is merely a matter of conjecture whether the government considers such a move disastrous or beneficial in terms of voting patterns. It must be remembered that at the present time, the National Union does not hold one seat in English-speaking Montreal. Most experts would agree, however, that such a move to grant recognition of Loyola's present status would not substantially improve the Government's position in these ridings.

In past weeks, poor press and faulty interpretation have hampered evaluation of the events taking place in Quebec. The delegation, in a confidential brief presented to the Government, states, that Loyola is merely seeking legal recognition of its present status as an educational institution. In effect this means that Loyola would have the power to grant degrees on the undergraduate level for the time being.

Concessions have been made in recent weeks in an attempt to place the matter in more favourable light. The name of the institution would remain the same despite its possible "new found power" and statements, not new, that the English Jesuits of Loyola would "be more than willing to hand over the control of the College to a lay Board, which in fact, is the case presently."

It is rather difficult to assess the future course of the Government, because as has been the case for some time now, the question is more than the value of Loyola as an Educational institution. Factors such as the "anglicization" of the populace of Quebec, financial limitations, and political response are all real problems which are facing this Government, and have indeed been faced by previous Governments. In any case, even if the College were to be given its undergraduate charter in record time, the future of the Engineering faculty, vis-à-vis the power to give degrees, would remain highly doubtful.

Loyola in UGEQ

Loyola's official participation in UGEQ began at the second annual Congress held at the University of Sherbrooke from February 15 to the 19th, 1967. Loyola was granted a "special status", with one vote on the Conseil Central" -- the legislative council. This constituted an important first step in a change of attitude among the member bodies of UGEQ towards Loyola.

Loyola's position within UGEQ is an unusual one. This is understandable because Loyola does not hold an easily definable niche in the educational pattern of this province. Under present circumstances, university recognition is not forthcoming. However, as students living and working today in a university environment, we have an important contribution to make. Through the unionist referendum held in November of last year,the students of Loyola chose UGEQ as a channel for this contribution, and for mutual co-operation.

UGEQ's position in the province is that of a respected student arena. During the four meetings of the conseil

(Continued on page 2)

Executive Revision

On May 21, 1967 the post of Internal Vice-President was vacated. Formerly held by Hugh Craigen, this position is now retained by Gail Moran, who previously was the SAC Executive Secretary. The latter position has has been filled by Harald Mueller.

Campus Centre?

QUEBEC SUPPORT SOUGHT

The following letter was sent to The Hon. Jean-Jacques Bertrand, Minister of Education, Quebec, on June 2, 1967.

Dear Mr. Bertrand,

I am writing to you to emphasize the serious concern of Loyola students, both of the recent past and of the present, for the construction of the proposed College Centre. A similar letter is being directed to the members of the Loyola College Board of Governors. It is my understanding that in 1962 approval in principle was given to certain proposed Loyola facility construction projects, one of which was for a student centre. I understood further, that on the basis of the then-existing student enrollment, it was felt that something in the order of $600,000 for capital construction and a further $200,000 for furnishings would represent the provincial government's grant-in-aid to such a project.

Recognizing the government's approval of such an endeavour and determined to ensure that the facilities would be adequate to the need, intensive planning for the Centre was initiated in 1963. This involved the establishment of a planning committee whose work extended through to the fall of 1965 and included members of the student body and College administration, as well as the consulting services of a leading authority in such fields, Mr. Max Andrews. Funds required to conduct the Centre's financial, functional, construction feasibility study were provided through a voluntary $2.50 per student levy.

The study emphatically concluded that, to satisfy present and future student population needs, a considerable increase in the construction budget was necessary.

On the basis of the study's findings, the students of Loyola immediately decided to conduct a referendum to provide additional funds to assist in meeting the revised cost estimates. Over 70 p.c. of the student body voted on a proposal to levy an annual $10.00 per student Building Fee prior to construction of the Centre, this amount to be increased to $25.00 annually per student upon occupancy of the Centre.

The results of this referendum held December 9, 10, 1965, were overwhelmingly in favor of the proposal -- with student participation higher than all presidental and campus elections and referendums. 90 p.c. supported the levy. This appeared strongly to point up the vital interest of the student body in this matter.

In effect, the students volunteered to raise $1,000,000 towards the construction of the Centre by means of a mortgage or other loan arrangement to be financed through the Building Fee. The administration agreed to match the student contribution, and the Loyola Development Program increased its minimum public appeal objective from $5,400,000 to $6,600,000.

This year Loyola will have over a thousand more students than the number enrolled at the time of the referendum -- a fact which emphasizes the validity of the study's recommendations on the Centre. The problems which existed then to such a great degree regarding food services, bookstore, student government, and lounge facilities have significantly grown each year, so that for 1967-68 the needs are critical.

In a letter addressed to the President of the College May 15, 1967, I stated in part:

" . . . Obviously, in times of expansion (especially the rapid expansion which Loyola is presently undergoing). it is always vital that the College not lose sight, of, or in any way jeopardize, the educational objectives which it has set for itself. The enlarged scope of academic programs, and the introduction of many invaluable human and non-human resources, has certainly enhanced the education afforded to students of Loyola in recent years. It would appear to me though, that a number of potentially serious problems must be avoided: . . . the lack of facilities provided to meet the diverse needs of student life'."

It is here that I would like to refer to a report of our consultant, Mr. Max Andrews, where he discusses the objectives of the College Centre. He emphasizes that such a building is of tremendus educational value: supportive of the educational objectives of the College, most conducive to 'the development of the whole man.' I quote now Mr. Andrew's report which states:

"essentially, the objectives of the College Centre are:

1—To make available social, cultural, and recreational facilities necessary for conducting and educational program that will permit the college to give each individual student a complete education.

2—To make available facilities conducive to fostering the Loyola spirit of a community of professors and students.

3—To provide facilities that support Loyola's concerns for students to be "physically alert, intellectually firm, socially competent, morally mature, aesthetically refined and spiritually rich."

4—To train competent centre staff to service and interpret the centre function.

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Campus Centre?

(Continued from page 1)

5—To provide facilities that will cultivate inter-personal relationships between students, faculty, staff, alumni and guests.

6—To provide facilities that will make it possible for Loyola College to better expand and meet its committments locally, regionally, nationally and internationally.

7—To provide services and amenities for the college community that will make daily living on campus more enjoyable."

(1) **Loyola and Montreal,** T. P. Slattery, pg. 277.

It is quite apparent that the proposed College Centre will certainly enhance the aims and goals to which the university community aspires.

On the basis of the foregoing, Mr. Minister, which embodies in our view clear evidence of the strong and tangible support of the student body of Loyola to assist in the provision of facilities adequate for a rounded learning situation; and evidence of the College similarly to offer suitable universitarian accomodation; it appears that the enlightened objectives of the provincial government in education are being pursued at Loyola with vigour and no small amount of sacrifice.

In the circumstances, the encouragement of the provincial government of the College Centre project will serve substantially to reduce a growing problem affecting the ability of Loyola to educate increasing numbers of young men and women of Quebec. Space released through the completion of the Centre will add significanty to other mounting needs through the centralization of services as noted above.

The student body of Loyola seeks a meaningful commitment of confidence in the material expression it has given to educational opportunity and needs in our province. We are aware tha the Board of Governors and Administration of Loyola must consult closely with the Government in order to ensure that such assistance as can be given through grants-in-aid will not be placed in jeopardy. In undertaking a $1,000,000 pledge of support to a vital construction at Loyola, thereby providing some financial alleviation to the Government, we have felt that support from the Government should, and would, come enthusiastically as a matter of course.

On behalf, therefore; of the student body of Loyola College, I respectfully solicit the tangible support and encouragement of the provincial government in permitting commencement of construction of the College Centre at Loyola at the earliest possible time; that the provincial government take appropriate steps to give approval to construction in a manner that will facilitate Loyola's completion of its full development program on the basis of priority of true need.

Respectfully submitted on behalf of the students of Loyola College, I remain,

Sincerely,
Stephen Sims,
President,
Students' Association

With no acknowledgement of the above letter received, a telegram was sent June 15, 1967, to Mr. Bertrand which read:

"In view of a meeting of the Loyola Board of Governors, June 19, would greatly appreciate acknowledgement of my letter of June 2. This is extremely important, as student representation regarding the proposed College Centre is to be made to the Board of Governors."

A few days later, Mr. Jean Lamy, Executive Assistant to the Minister, called and corresponded, stating that a reply would be forthcoming within a week or two. None was received.

On Aug. 1, another letter was directed to Mr. Bertrand, requesting a response. A promise of a reply was again made to the Student Association. Despite further calls and further correspondnce with Quebec, the Student Association has still not received a reply or any indication of forthcoming government support.

The Studet Association is presently looking into other possible sources of revenue.

TUESDAY, OCTOBER 3rd.

STUDENT LOAN FUND DRIVE

- ALL STUDENTS URGED TO CANVASS
- DEPARTURE FROM MAIN AUDITORIUM AT 6:30 P.M.
- DRIVE ENDS BY 9:00 P.M.
- HOOTENANY BEGINS AT 6:00 P.M. IN MAIN AUDITORIUM, AND CONTINUES THROUGHOUT DRIVE.
- FUND SET UP TO MAKE INTEREST-FREE LOANS AVAILABLE TO STUDENTS WITH FINANCIAL DIFFICULTIES.

ODDS and ENDS

--Arthur F. Mayne, Director and Executive Vice-President of the Royal Bank of Canada, recently accepted the position of Honorary President of the Loyola of Montreal Students' Association. Mr. Mayne has long held great interest in Loyola, and is presently Chairman of the Loyola Development Fund Drive.

●A meeting has been requested with the Honorable Jean-Jacques Bertrand, Minister of Education to discuss, as well as the matters pertaining to the Campus Centre, government policy on student representation and campus health facilities, and possible financial assistance to the Students' Association. We have been informed by his Executive Assistant that an appointment will be arranged in the very near future.

●The process of the Students' Association's incorporation is almost complete. The "Declaration of Carrying on Business" has been filed, and notice has appeared in the **Quebec Official Gazette** on the twenty-second of July.

●In a letter addressed to Fr. President, the SAC has sought the re-establishment of the Athletic Directoratee, to govern overall policy for the campus athletic program. We have been advised that this matter is under serious consideration.

●The recent correspondence received by the majority of Loyola students from the Association Générale des Etudiants de Montréal is to be ignored. This was an unavoidable mistake, according to the AGEUM executive.

●The yearbook, **Review '67,** is to arrive and be made available to all students in early October.

●The Students' Association has recently moved to 6931 Sherbrooke St.W. This address will serve as the temporary offices, until completion of the Campus Centre.

●The Cafeteria has been expanded over the summer months into the old arena. This will approximately double the existing space; and will serve as student dining facilities until the completion of the Campus Centre.

●The Bookstore will be located on a temporary basis at 6935 Sherbrooke St. W., as well as in its now existing facilities. This service will be centralized upon completion of the Campus Centre.

●Attempts are being made to acquire additional lounge facilities, to meet a critical shortage Unfortunately, until the new classroom building is completed in late October, no facilities for this purpose will exist. This need will be completely met, again upon comletion of the Campus Centre.

●An agreement has been made with the Loyola Alumni Association, whereby eight issues of the Loyola News will be sent to the three thousand members.

●A book (**To Everything There is a Season**) was presented to Father Arrupé Superior-General of the Jesuit Order at a recent reception held in his honour. It was presented by the SAC President to serve as a remembrance of his 1967 visit.

●The Constitution of the new Campus Centre has been studied and approved by the Committee on Student Life. This document traces out the relationship between students, faculty, and administration in the overall policy-making and management of the Centre. It is subject now to ratification by the LMSA Board of Directors and the College Senate.

●An accident insurance plan at a cost of five dollars ($5.00) provides twenty-four hour/day, three hundred and sixty-five day/year protection to students, offering extensive coverage well over and above the Quebec Hospital Plan. This fee must be paid at registration, BUT students with equal or better coverage may opt out of this plan at the Financial Aid Office, and receive their five dollar reimbursement.

●A bill for last year's Loyola News came to a total of thirteen and a half thousand dollars. The SAC Executive held fifteen hundred dollars of this amount in dispute. It would appear that the party with whom discussions over this amount were taking place has disappeared, and nothing has been heard in the last month.

●The Student Association has drawn up two agreements with the College concerning the investment of their monies in a general account and in the Centre Building Fund. In short, all SAC monies are left with the College until needed, accruing interest at a rate of five and six tenths per cent (5.6%).

Loyola in UGEQ

(Continued from page 1)

and various other gatherings, the student leaders have shown an impatience to effect radical change in the social and educational structures of the province. In various instances, ideological agitation has been the norm. This may or may not be the best way to bring about the dawn of a more active, just, and free society in the province of Quebec, and as a result, fundamental differences in philosophy do exist within UGEQ. However, it is the irrevocable duty of the students of Loyola to make their position heard, their ideals known, and their willingness to contribute understood.

Pictured above are the well-known Ian and Sylvia, scheduled to appear at Loyola on Thursday, October 19th. The duo's guest appearance here is a part of the program planned for Homecoming.

STUDENTS' ASSOCIATION REPORT

LOYOLA OF MONTREAL SEPTEMBER 25,1967

Published by the Loyola of Montreal Students' Association Executive:

Stephen Sims	**President**
Gail Moran	**Vice President _ Internal**
Graham Nevin	**Vice President _ Education**
Kevin Newton	**Vice President _ External**
Richard Mahoney	**Treasurer**
Harald Mueller	**Secretary**

Situated at: 6931 Sherbrooke St. W., Apt. 5 & 6, Montreal 28, Que. 482-9280

PROPOSED STUDENT BILL OF RIGHTS

The subsequent document will be presented to the LMSA Board of Directors when they next meet. Upon their approval, the Bill of Rights will be considered for adoption by the general student body in a student referendum.

Introduction

In a university community, student, teacher, and administrator all contribute differently to one common experience. The university community provides an environment for learning, an environment wherein anyone with an open and grasping mind assumes the scholastic role. In every instance, each of its members merits the respect and dignity due any human being.

The student is perhaps in the most precarious and ill-defined position. A declaration of rights is not and cannot hope to be an all-encompassing definition — for rights and responsibilities are equally of essence. However, right always implies duty, and the reader must ultimately bear this in mind.

We, the students of Loyola of Montreal, do declare these rights to be inviolable.

Article I
Right to Government

The student body, incorporated under the name, Loyola of Montreal Students' Association, is authorized to elect a President, a Vice-President, and a Board of Directors who thereby assume the power to administrate, legislate, and judicate, or to nominate another member or group of members of the LMSA to do so in their stead. Students have the right of referendum and recall as regards their government.

Article II
Due Process

No student shall be penalized by Loyola College, the Loyola of Montreal Students' Association, or any bodies within them, for any alleged violation, written or otherwise, without access to a fair and just hearing by the College Discipline Committee, and or the Student Senate.

Article III
Private Citizenship

Students in their non-university life, private and public, shall not be restricted by university control or regulation. The violation of civil laws shall be a matter for civil courts only. The College shall act **in loco parentis** solely when so empowered by a minor student's parent or guardian, or is so designated by civil law.

Article IV
Academic Rights

Each student shall have equal opportunity to fulfill those academic requirements established by the College, and made public to the membership of the university community; no student shall be penalized academically for the omission or commission of an act unless clearly defined as such a requirement.

Attendance records shall not be employed as criteria for academic achievement.

Students shall have the right to appeal their academic records, and accusations and or penalties for academic misdeameanours.

Article V
Rights of Representation and Information

Students shall have the right to participate as members in the college community in such a way as to make an effective contribution towards its government and its well-being. The student has a vital concern in the administrative and academic affairs at Loyola. He has the right to participate formally within the governing bodies of Loyola; he has the right to any information which affects him as a student.

Article VI
Freedom of Association

Students shall have the right to organize for the pursuit of common interests. Official recognition will be given to an interest group when its constitution is ratified by the LMSA Board of Directors; once adopted, it shall not be transgressed, unless amendments be made in accordance with established procedures.

Article VII
Right of Publication

The freedom of students to publish without prior censorship shall not be abridged; nor shall the freedom of the press be illegitimately obstructed by any other means.

EDUCATION EVALUATION

Remember Education Evaluation? All those questionnaires last March?

The results have been written up and are on the presses now. Information relevant to both students and professors, to the pedagogical process in general, will be available during registration.

The emphasis has been on "education" rather than criticism. This is not a third-force monkey-wrench in an administration -- faculty battle over policy and promotions. The main objective of Loyola's Evaluaton has been to provide reliable, candid information to professors about their effect on their students. This contribution to a self-renewing (rather than static) pedagogy can be made only by students -- the professors cannot themselves gather truly candid reports, and the administration enters the classroom only in very extaordinary circumstances.

The student must also be educated about education. He can gain greater benefit from his major and elective courses if he knows something about the policies, personalities and methods involved.

From Tuesday, September 26, until Saturday, September 30, students can purchase separate reports on these departments:

Accounting-Business-Economics (as one); Biology and Chemistry (as one); and English, French, Philosophy, Physics, Political Science and Theology. Additional reports are being prepared in Classics, Communication Arts, Engineering, Geotechnical Science, History, Mathematics, Psychology and Sociology; these will be available to the departments and professors involved but not to general student distribution.

Each report presents an explanation of the questionnaires and suggestions for interpretation of the report; it contains a brief introduction to the department; and gives a resumé of each course surveyed last year which is being offered again this year under the same professor. a single report will cost ten cents, and sale will begin every day at ten a.m. in the foyer of the Athletic Complex.

STUDENT EVENTS: A PREVIEW

Here, in synopsis, is the program of events slated thus far:

Saturday, Sept. 30	Freshman Sock Hop — Hingson Hall
Tuesday,Oct. 3	Student Loan Fund Drive
October 4 & 5	Freshman Variety Show — main auditorium Car Wash
Saturday, Oct. 7	FRESHMAN Fling — Place Bonaventure
Tuesday, Oct. 10	Conference on student affairs
Thursday, Oct. 12	Women's Association Fashion Show — main auditorium
October 11 & 12	Join Days
Thursday, Oct. 19	Homecoming Variety Show
Friday, Oct. 20	Homecoming Ball — Town & Country Motor Inn
Saturday, Oct. 21	Homecoming Football Game
Wednesday, Oct. 25	Annual Meeting of the Loyola of Montreal Student Association
Saturday, Nov. 25	LMAA Dance
Nov. 29 to Dec. 2	1st Term Drama Production "Love Me, Love My Dog"
Friday, Dec. 22	Faculty Presidents' Ball
Thursday, Feb. 8	Carnival Variety Show
Friday, Feb.9	Carnival ski trip and car rally
Saturday, Feb. 10	Carnival Sno-Ball
Wednesday, Mar. 20	SAC Awards Banquet — Sheraton Mount Royal

The Freshman Reception Association, in keeping with its aim of welcoming, and facilitating the adjustment of the first year student, has organized an extensive program with several innovations.

The traditional Freshette Tea will be held on Sunday, Sept. 24, to be followed by a Fashion Show, featuring the latest in autumn vogue for young men and women, on Oct. 12. This is to be jointly sponsored by the FRA and the Women's Association.

The Red Feather Blitz will be replaced by a Student Loan Fund Drive, so that we may continue to offer interest free loans to Loyola students; moreover, a "Big Brother" and "Big Sister" program will be initiated this fall: look for a booth on registration day.

The Fresman Variety Show, boosting amateur talent, will be staged on two consecutive evenings, the 4th and 5th of October. Proceeds from the Car Wash will go to the Montreal Assciation for the Blind; but, after a veritable transformation, students participants will go on to Loyola's first major social event, the Freshman Fling — to be flung this year in the new and spacious Place Bonaventure. The ever popular Bartholomew Plus Three, and the versatile Island City Six will be providing music and entertainment for the evening.

Tuesday, October 10 has been set aside for a conference on student affairs. The whole question of student involvement will be explored, giving us an opportunity to inform you of our policies and progress in the realm of student government, and to invite dialogue with you.

Homecoming has been extended from two to three days for 1967. Things will get under way Thursday, Oct. 19 at 8:30 p.m. in the gymnasium of the Sports Complex, when the queen will be crowned and folksingers Ian and Sylvia entertain. Admission for this event will be $2.50 per person.

A seminar will hold the spotlight Friday afternoon, Oct. 20, in the main auditorium. Prominent administrators, student leaders, and alumni will participate in a discussion entitled "The Changing Loyola, Where Has It Been, Where Is It Going."

The Homecoming Ball will follow on Friday evening at the Town and Country Motor Inn on Cote de Liesse Road. Music for dancing will be provided by the Steve Michaels Orchestra and the "Peace of Mind."

Homecoming's finale will come Saturday, Oct. 21 when the Loyola Warriors tackle the Ottawa Gee Gees in a regularly scheduled OIFC football game. Entertainment will be provided before the game, and halftime will see the induction of the members of Loyola's Hall of Fame.

Campus Health Service

In its initial year of service to the Loyola campus, the University Health center provided treatment for 1,500 members of the community, including students, faculty, and administration.

Under the guidance of Dr. A. Powell, M.D., Health Director, and Nurse Margaret Fraser, R.N., the Health Service proved itself to be a most useful area of the community, and though somewhat handicapped by lack of facilities, space, and pesonnel, was readily accepted especially by the student population.

Last March, in an attempt to accurately analyze the growing needs of Loyola, with respect to health and health education, Dr. Robert W. Gage, M.D., Health Director at the University of Massachussets, was commissioned to undertake a sociological study of the student population and recommend guidelines along which the Health Service should ideally evolve. His study culminated in a sixty page report.

The essence of this report revolves around the principle of preventive medicine -- that is to say, the function of the Health Service can best be served when it attempts to treat illness, not in its advanced stages, but when it attempts to aid people's illness in its formative stages, or earlier than that through health education.

At present, the future of the Health Centre with respect to facilities and personnel is somewhat uncertain. Jointly, Administration and student leaders are attempting to have the Provincial Government fund a major portion of a comprehenisve health scheme, one that would be a first for any educational institution in the Province of Quebec. Such a program would include psychiatric consultation, more extensive testing areas, and larger in-patient care.

Regardless of the outcome of the negotiations with the Department of Health and Welfare, a three dollar student Health fee will continue to exist for the academic year 1967-68 so that basic services may be maintained to meet the needs of a growing community.

Applications are now being accepted by the SAC permanent secretary (482-9280) for the position of

ARTS REP

on the Board of Directors

- One seat is vacant
- Deadline for application is 5:00 p.m. Wed., Oct. 11.
- By-election will take place Thursday and Friday, Oct. 12 and 13.

REPRESENTATION

The Students' Right and The Students' Responsibility

Printed below in its entirety is a brief entitled, **"Representation: the student Right and the student Responsibility."** *Submitted in June of this year, it is the first formal declaration by the Student Association of Loyola that it wishes to participate to a greater extent in the policy and decision-making bodies of our university government. This brief will be followed early in the academic year by briefs to particular bodies discussing specific areas to which the Association will seek* **direct representation.**

Preamble

Whereas the purpose of an institution of higher education is to develop the student in becoming "physically alert, intellectually firm, socially competent, morally mature, aestheically refined and spiritually rich," (1)

Whereas this end is best served when the component parts of the community strive to know and understand one another, leading all to increased competence in policy and decision-making.

Whereas this end is best served when the structure of University Government permits all the members of the community a voice in matters of the College's academic and administrative bodies,

Whereas the student, as an integral part of the educational process, can make a most meaningful and most construcive contribution to the government and well-being of the community,

Whereas the student must assume the responsibility of employing the abilities, which he has developed, for the betterment of the society that has given him the opportunity for self-fulfillment,

Therefore we propose that students formally participate in University Government at Loyola College.

Introduction

We, on behalf of the students of Loyola, submit this paper analyzing the role of students within the policy and decision-making processes of the university community.

We do so as a preliminary step to our formal bid for representation on all levels of university government.

We do so, in order that we might communicate to you the student viewpoints on university government. We hope that you would complete and return the attached questionnaire and that we may discuss this area with you in the near future.

Right and Responsibility

The responsibilities placed upon academic institutions have grown and multiplied in a world where continual transformation is the only survival. The university, in affording students the opportunity for self-progress and self-fulfillment, must struggle to keep pace with the ever growing complexities of today's world: with the explosion of knowledge, and as a result, with a 'new' society, ever-changing and immersed in an age of uncertainty.

"All over the world, and not least in Canada, this is the great age of universities, and that fact imposes a heavy responsibility on those of us who teach or study there . . . The essence of a university is so closely related to its service to the individual, to its function in taking him out of intellectual isolation and linking him with the thoughts of others, that it needs no other justification . . . "(2)

The conditions under which students learn, by which this aim is attained, are of paramount importance to the students. Indeed, as the processes of learning are vital to the progress of each individually, and to society collectively, should it not be their right to participate in the policy and decision-making bodies of the university? Not only is it their right within a democratic society, but their responsibility; for is it not the duty of students, with a high degree of self-understanding, in collaboration with more experienced and mature members of society and the community, may chart, in part, the processes which best lead to a most meaningful education.

"Student leaders in the 'sixties' are leaders of the first generation in modern times to have reached their twenties without having faced either a depression or a war. . . . Now something is missing in their lives. A war. A depression. A cause. Something abrasive they now feel they lack . . . " (3) Because students have not had to contend with pestilence, depression or war, they have been given more opportunity and greater time to examine the democratic processes and its achievements. As is evidenced by their many demonstrations of late, they have not been satisfied by what they have found.

As consequence, a 'new' breed of students has emerged, students who are willing to participate in the educative processes and to immerse themselves in every area of activity.

The emergence of student interest and participation in new areas of university government should not be construed as an attempt at control of any sphere of decision-making. It is a natural attempt to voice student ideas and opinions and to foster the community's competence in policy and decision-making. The removal of campus tensions depends on the ability of all to cope with common problems.

It is most difficult to work out a relationship between those who set, those who administer, and those who are affected by policy. But, it is imperative that educators, administrators, and students realize that harmony and close working relations provide the most solid basis for educational progress. To confront, to struggle with, and to overcome mutual problems is not an easy achievement. Its accomplishment however, would be more securely guaranteed with the presentation of a wider spectrum of viewpoints. For this to be achieved, more extensive communication must be developed and practised, for the greater one's information, the greater one's facility in arriving at the best possible decision.

The university is not an arena for the clashing of interest groups; however, " . . . Disagreement within a university can therefore take place without a loss of good will if channels of communication, and participation are open wide to receive the inevitable dissent and carry it to constructive outlets. It is healthier for disagreement to be expressed and argument to take place before decisions AT ANY LEVEL are made 'by authority' for fear lest previous debate would have a disruptive effect." (4)

The community must work together, share roles, cooperate and communicate, if we are to achieve the aims and goals to which Loyola aspires.

Why will student representation supply a meaningful voice to our university?

We strongly feel that in selecting curriculum, in improving teaching methods, in promoting the very nature of an educational environment, and indeed in discerning high educational standards, students can contribute fresh ideas, mature opinion, and through the art of compromise, arrive at decisions which best suit the interests of the community at large.

Conclusion

"When student participation in college government is alive and vital there is an acceptance of the fact that the college is a community. Students, Faculty members, Administrators, and Trustees, are all members of this community. The college, as a community, can reach its objectives only if there is a growing sense of common goals and an opportunity and a willingness on the part of all to accept personal responsibility in achieving them. This means inescapably that there must be a wide participation of all in the government of a college. When students can so participate their contributions become important." (5)

If the university exists to afford the individual the opportunity to reach the maximum of his potential,

If the university exists as a community of scholars in the search for truth,

And if the university is striving for the highest attainable standards of education,

Then we the students believe we can make a significant contribution to its government and its well-being.

Questionnaire

Do you agreee that there is a need for student participation in all levels of university government? In any level? Please Elaborate.

(1) T. P. Slattery, **Loyola and Montreal.** Palm Publishers: Montreal: 1962: pg. 277

(2) Dr. J. F. Leddy (President of the University of Windsor), **The University and Canadian Unity. An address given on Feb. 17, 1967.**

(3) Paul Williamson ,Student President, University of Victoria., quoting in part the words of Peter Cyowski ,a Canadian journalist. in an address at a Conference of the Canadian Association of University Student Personnel Services.

(4) **Sir James Duff, Prof. Robert O. Berdahl, University Government in Canada.** University of Toronto Press: Toronto: 1966: pg. 87.

(5) A. Blair Knapp, President, Denison University, as quoted in **The Student's Role in College Policy-Making.** Harry H. Lunn; American Council on Education: Washington

Referendum

Thursday, October 12 -- Friday, October 13

- Concerning Students' Association Representation Bid.
- See Story on this page.
- See LOYOLA NEWS for details.

Petition

- To be sent by the students of Loyola to the Minister of Education.
- Concerning the financing of the campus centre.
- All students urged to sign in Philosophers' Circle during the first week of lectures.

Referendum

Thursday, October 12 -- Friday, October 13

- Concerning Students' Bill of Rights
- See Page 3
- See LOYOLA NEWS for details.